

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Active playtimes supervised by young leaders. - Participation in a broad range of competitive sports. - Whole class participation in festivals against other schools - Achieving the Gold School Games Sports Mark 	<ul style="list-style-type: none"> - Identify and work with target children to be more actively involved in extra-curricular sport and competitions. - To develop PE as part of a larger approach to educating children about healthy living including diet, mental wellbeing and staying active. - To continue to create a varied approach to PE including curricular and extracurricular activities.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	87.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 34%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Target children to be involved in more afterschool clubs/represent the school in a sports competition.	<ul style="list-style-type: none"> - Targeted children are invited to attend a whole day sports event to learn and develop skills. -Targeted children offered support to attend after-school sports clubs run by outside agencies. -Targeted children compete against other schools in an inter-school sports event. 	<ul style="list-style-type: none"> £360 for coaches to and from the event and supply needed. £104 towards after-school clubs. 	<ul style="list-style-type: none"> -Children were offered opportunities to develop their skills and 100% enjoyed the experience. -Children attended after-school sports clubs they are interested in and increased the amount of time they are regularly involved in physical activity. -Children felt proud to represent our school and 100% enjoyed the experience. After winning this competition, they were extremely proud to show their medals in assembly. 	<ul style="list-style-type: none"> -To ensure these children have opportunities in the future to continue to enhance their skills. We could look into a new after-school club and offering this sport in curriculum time. -Talk to targeted children about after-school clubs/opportunities that would be interested in pursuing regularly. -To organise more opportunities for all children to compete against other children in inter-school competitions.

To promote active playtimes and lunchtimes.	-Extend the playground to improve the space for active playtimes.	£5,500 for playground development.	-We extended the playground this academic year so children have more area to actively play at break and lunchtimes.	-To develop our 'adventure playground area' to continue to promote active playtimes and lunchtimes.
To ensure all children can swim 25 m by the end of Year Six.	-To continue to employ an additional swimming teacher this year who will specifically work with smaller groups of children who cannot currently swim 25m confidently unaided.	Additional swimming teacher every term of swimming. £200	-Children made better progress in small groups and deepened their confidence in swimming lessons.	-To ensure 100% of children can swim 25m unaided before leaving primary school. -Continue to employ additional swimming teachers to ensure smaller group size and thus more progression.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

12%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To use young leaders to continue to promote active playtimes and increase their leadership skills.	-Year six children to complete the 'Sport Leaders UK Playmaker Award' and develop their leadership skills.	£75 for Sport Leaders UK membership and access to resources.	-Year six children enjoyed running lunchtime sessions and designed certificates to award different children from other year groups who were regularly engaged in their playtime sessions. -Children from all year groups enjoyed the sessions and were	-The 'Sport Leaders UK Playmaker Award' to be embedded into the Year 6 curriculum to be completed every year in the Autumn term. -To continue to use certificates to raise the profile of the lunchtime sessions run by year sixes.

<p>To promote a healthy lifestyle including mental health.</p>	<p>-To organise a 'health' week where children have cross curricular opportunities to learn about being physically and mentally healthy. This will include having dance workshops to create a school dance, looking at inspirational books and a celebration assembly where children can show what they have learnt and perform the dance collectively.</p> <p>-KS1 to have 'forest school' lessons weekly for a term to promote being physically active and the benefits of being outdoors at a young age.</p>	<p>£180 for dance workshops by a specialist and purchase resources.</p> <p>£2000 for forest school lessons for KS1.</p>	<p>proud to receive these certificates in our weekly good news assembly.</p> <p>-Children and adults alike commented on the success of this health week. The event was extremely memorable and as well as being present in their work during the week it was often referred back to throughout the rest of academic year.</p> <p>- KS1 children really enjoy this educational, cross-curricular lesson. It promotes life-long physical engagement and the benefits of outdoor learning alongside Science curriculum targets.</p>	<p>-To purchase the Sport leader resources annually to ensure we have up-to-date and current resources every year.</p> <p>-To purchase a new RSHE resource which will ensure health lessons are embedded in the curriculum.</p> <p>-Ensure the health week becomes an annual event children can look forward to and it can inspire their learning.</p> <p>-To continue to embed forest school lessons into the KS1 Curriculum and look for opportunities for other year groups to participate in forest school activities.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To ensure PE and health is a priority in school development.</p> <p>To offer more training for all members of staff.</p>	<p>-Use a teacher assistant to help with sport admin. This role would include helping to co-ordinate and organise the different sports events the school is taking part in regularly and track the children's sporting participation.</p> <p>-PE co-ordinator to continue to ensure that as a school we have an inclusive approach to all areas of health including physical activity.</p> <p>-Signpost CPD opportunities for all staff.</p> <p>-Involve Teacher Assistants in the running of after-school clubs.</p> <p>-Promote and attend training opportunities provided by the DCHS Sports partnership.</p>	<p>£1,225 for the Sport Admin hours.</p> <p>£2,400 for TLR for PE co-ordinator.</p> <p>£109 for Teacher assistants to help at after-school clubs.</p>	<p>-Tracking children's sporting participation helped to highlight children who were least active in school.</p> <p>-Having the teacher assistant ensured more time for the PE co-ordinator to focus on developing this subject further. This year, this included organising our first ever health week, organising a sports week and organising more events for targeted children.</p> <p>-Teacher assistants and teachers attended a netball referring course to develop their own skills. In addition, a teacher assistant helped to run the year five and year six netball after-school club so more children could attend this club. The combination of more skilled members of staff and more children in the netball club meant more children could attend the annual inter-school</p>	<p>-Look into purchasing a tracking system which will track participation, assessment and swimming achievements.</p> <p>-Purchase a scheme of PE lessons which develops the whole child.</p> <p>-Train teachers in using a new PE and RSHE schemes and how to embed these programmes effectively.</p> <p>-Continue to signpost CPD opportunities for all staff.</p>

			netball tournament than ever before.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
47%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: To provide children with a broader range of after-school and lunchtime clubs. To engage all children in alternative activities with children from other schools.	<ul style="list-style-type: none"> -After the success of last year, to open up our after-school basketball and squash clubs to more children. -After speaking to pupils and parents, trial a lunchtime cross country club for years 5 and 6. -To purchase new equipment needed for physical activity. -To ensure all children in the school attend PE festivals organised by the DCHS school sports partnerships. 	<ul style="list-style-type: none"> £1,037.50 for basketball and squash specialist coaches to run after-school clubs. £672 for new sports equipment. £2,900 to become a member of the DCHS sports partnership. 	<ul style="list-style-type: none"> -Both of squash and basketball clubs had more children involved this year. Also, there were children who had not attended an after-school sports club before at these new clubs. -The cross-country club was very popular and is something we would like to embed more regularly. -New sports equipment means more children are able to be physically active at the same time. -The festivals involve the whole class and offer a broad range of traditional and alternative sports e.g. boogie bounce, yoga, cricket 	

		£3,820 for coaches to attend the sports festivals.	and handball. Children of all abilities enjoy these inclusive experiences.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed? :	Sustainability and suggested next steps:
<p>To organise more opportunities for intra-school competition.</p> <p>To provide more competitive fixtures in broad range of traditional sports.</p>	<p>-Organise a sports week which involves inter-house competitions, personal best challenges and staff challenges throughout the week.</p> <p>-Arrange more competitive fixtures in a range of sports including:</p> <ul style="list-style-type: none"> U11s football U10s football Girls' football team U11s Netball U10s Netball U11s contact rugby U11s Swim Squad U11s Pentathlon KS2 cross country team 	<p>£82 for the Pentathlon entry</p> <p>£976 for new sports kit for different sports teams.</p>	<p>-Although the planned sports week could not go ahead in the summer term, we held a virtual sports week instead. This involved class challenges, personal best challenges set by adults around the school and they also drew their favourite athletes for a local competition. Children, parents and adults around school really enjoyed the experience and we are going to carry forward some ideas for next year's sport week.</p> <p>-We entered 6 teams in to the interschool netball tournament this year which was the greatest number of teams we have entered in to this competition.</p> <p>-We organised an inter-school cross-country event with a local school to develop more sporting links/opportunities (this was postponed till next Spring).</p> <p>-More fixtures in netball, football</p>	<p>-To hold an annual sports week which involves home activities to do with family members as well as activities in school.</p> <p>-To look into Y6 Sport Leaders to help organise and run more class and inter-house competitions at lunchtimes.</p> <p>-To organise more sporting events with a local school.</p> <p>-To organise and take part in more cross-country events as this has proved to be a popular new club this year.</p> <p>- To develop more after-curricular clubs in younger year groups.</p> <p>-Discuss with a range of pupils to find out what competitions/extracurricular clubs they would be interested in</p>

			<p>and rugby meant more children were involved as we have different teams of children playing in different fixtures.</p> <p>-Alternative sports such as Pentathlon and swimming meant more children were involved in competitive sport and enjoyed the opportunity to represent the school.</p>	<p>attending especially targeted children.</p> <p>-To continue to inspire more children to be involved in competitive sport by organising lots of fixtures in a range of sports.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	